



Universal Education—The Safety of a Republic.

VOL. XX.

ST. LOUIS, JANUARY 9, 1887

No. 1.

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VOL. XX.

ST. LOUIS, JANUARY 9, 1887.

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TALK about farming! If our friend, the learned Doctor and the editor of the *Kansas City Times* understood the first principles of ornithology, or of human nature, or of physiology, he ought to know, that no matter how much money the Legislature of Missouri appropriates for the Agricultural College up at Columbia, the institution cannot hatch eagles from the eggs of a humming bird!

"It's agin natur," as the Hon. Mr. Kneisly, "the member from Boone," informed the Speaker, as he sat with his shoes off, and his stocking-feet, perched on top of his desk, at an elevation about three feet higher than his head. "It's agin natur, Mr. Cheerman."

No matter how able the Faculty of an "Agricultural College" may be—if it is understood that "pernicious activity" will insure, etc., etc.



St. Louis, January 9, 1887.

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We print, in this issue, the Bill passed by the United States Senate by a majority of more than three to one, granting Federal Aid to Education.

Please read it carefully, and get the Petition signed and sent on to your Representative in Congress early.

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We have already run short of the last large edition of this JOURNAL containing the bill for Federal Aid and the Petition to be signed and sent to the House of Representatives.

What matter can we present that at all compares in importance and interest with this? \$77,000,000 for education! Most of it to go for teachers' wages. What a testimony is this to the value and permanency of the work they are doing for the State and the Nation. We reprint both the Blair Bill and the Petition.

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and repression; in place of intellect, stupidity. Censorship, tyranny, ignorance and stupidity will not build up a State University, no matter how much money is appropriated. If Missouri is not a standing disgraceful monument of this fact, then the press of the State is all wrong.

It is scarcely necessary to state we presume, to the learned editor of the *Kansas City Times*, that the effort of the State Agricultural College at Columbia, Mo., to hatch eagles from the eggs of humming birds, must prove as abortive as to graduate men from an institution with a "dummy" at its head—even if he has "money enough to buy his continuance."

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Pour in the Petitions for Federal Aid. The money is in the Treasury. The need exists, the danger is great, it is growing.

Ignorance costs and slays. Intelligence saves and pays.

WE have paid, all told, for Pensions, since the war closed, the sum of \$808,624,000. The South has paid its proportion of this vast sum, without a murmur.

Is it not due her—when we made over 2,000,000 of illiterates voters in her midst—that we should help educate them?

For this purpose all people who are patriotic and intelligent on this subject, are willing to vote for the \$77,000,000 to do this.

WE stumble at no plea for an appropriation of millions upon millions for "Rivers and Harbors." Maine contributes to improve the rivers of Kentucky and Tennessee—and Texas and California contribute to improve the "Harbors" in Maine.

So of the Postoffices—each State helps to make up the deficiencies to sustain the *Postmasters*.

Why should not the appropriation of \$77,000,000 be made on the same principle to help educate the illiterate voters? The "Public Good" is the plea in one case—why not in the other? Why?

HAS the aid which has already been granted by the general Government to the States for education, hurt or destroyed the interest of the people in this question. Has it? No intelligent person will claim this for a moment—but it is said, that if \$77,000,000 is granted, it will destroy self-respect and local help in the States. Beware of that demagogue who would cripple and limit and hinder the spread of intelligence among the people.

REVOLUTIONS, let us remember, spring from the oft repeated statement of facts—scarcely ever from a party.

Let us state and restate the dangers which menace us from ignorance, and the necessity for general education and intelligence. Let us petition for Federal Aid to education—all of us.

It may as well be stated, that most of the \$77,000,000 will go for teachers' wages. Our teachers need it—deserve it—and if all will take hold and work for it, it can be secured.

THERE could be no combination of circumstances better adapted to call forth the spirit, power, influence and energy of the teachers of the United States than that in which we find ourselves to-day.

The Senate of the United States passed the bill giving \$77,000,000 for education. There is over Four Hundred Millions of Money in the Treasury. Our school terms are too short in all the States, because of the lack of funds. Teachers are poorly paid in all the States for lack of funds. Most of this \$77,000,000 will go for teachers' wages. Let all the teachers then take hold now and petition for the House of Representatives to pass the measure.

AN EMPTY ASSUMPTION.

THE Boston Transcript gives the following accurate and pertinent summary of the present position of the question of Federal Aid to Education.

By a series of discreditable intrigues, certain members of the House of Representatives who wanted the money for purely partisan purposes undertook to smother this beneficent measure.

The last election taught some of these demagogues a lesson they will not soon forget.

The Transcript says:

"It suits the *Post-Nation* to assume as the result of its campaign, that the very idea of National Aid is losing ground, and that Mr. Mayo is now reduced to the wandering preacher of a 'sermon on mendicancy' to a little squad of educational fanatics and cranks.

It may have escaped attention that several rather important sets of people are behind this movement.

First. The National Bureau of Education, that has the most complete knowledge of Southern school affairs now possessed in the country.

Second. The Trustees of the Peabody Fund, including their eminent President, Hon. Robert C. Winthrop; lawyers like Chief-Justice Waite and William M. Evarts; with eminent representatives from both sections.

Third. Every President of the United States from Lincoln to Cleveland; President Cleveland not having recorded his dissent, while two Southern members of his Cabinet, Garland and Lamar, are its firm advocates.

Fourth. All the twenty-two Senators in Congress of the eleven ex-Confederate States, save five—Butler, Morgan, Harris, Coke and Maxey—this majority fairly representing public opinion in these eleven Commonwealths, as proved by the repeated action of several of their Legislatures and the recorded opinions of the majority of their State Superintendents of Education and leading public men.

Fifth. The solid majority of the most eminent public school men of the

South, including such well-known names as Drs. Curry and Haygood, President William Preston Johnson and ex-Gov. Thompson.

The opposition to the Blair Bill paraded by the *Post-Nation* from educational Southern authorities is largely from the class who distrust the American Public School System and are laboring to establish a rival system of Private, Parochial and Sectarian Religious Instruction.

Sixth. Every important National Convention of Educational people gathered in the country; the National Association of Teachers and the American Institute of Instruction, which have lately rallied from six to eight thousand teachers at Bar Harbor and Topeka; in Missouri and Texas, now misrepresented by their Senators; the School Board of St. Louis; the Missouri State Convention and the Texas Association of Superintendents; with almost universal expression of approval and urgent insistence wherever influential public school people are gathered.

Seventh. The thoughtful people in every State not preoccupied by extreme views concerning State Rights and The Public Support of Education, as fast as the subject is fairly presented.

Eighth. The leading press of the South, with very few exceptions, those quoted by the *Post-Nation* being largely of second-rate or purely local influence.

No, whatever may become of the so-called Blair Bill, the idea is not dead, but gaining a position second to none in importance; indeed, lying at the foundation of every vital issue now debated at Washington."

HOW AND WHEN?

THIS is the way, or how, the \$77,000,000 is to be appropriated, and this too shows when the \$77,000,000 is to be paid:

"That for eight fiscal years next after the passage of this act there shall be annually appropriated from the money in the Treasury the following sums, to wit: The first year the sum of seven million dollars, the second year the sum of ten million dollars, the third year the sum of fifteen million dollars, the fourth year the sum of thirteen million dollars, the fifth year the sum of eleven million dollars, the sixth year the sum of nine million dollars, the seventh year the sum of seven million dollars, the eighth year the sum of five million dollars; which several sums shall be expended to secure the benefits of common-school education to all the children of the school age mentioned hereafter living in the United States: Provided, That no money shall be paid to a State, or any officer thereof, until the Legislature of the State shall, by bill or resolution, accept the provisions of this act; and such acceptance shall be

filed with the Secretary of the Interior."

The further provisions of this act you will find on page 12.

As most of this money will be used to pay teachers—the four hundred thousand teachers in the United States should send in the petitions for the passage of the Senate Bill by the House of Representatives in Washington at once.

The Senate passed the Bill by a majority of more than three to one.

Let the House of Representatives pass the Bill at this session, so as to utilize for the benefit of Education this action of the Senate. Do not delay. Send the Petition at once to your Representative in Congress.

LET us make our voices audible in the House of Representatives from every remotest school-district and hamlet in the United States, with Petitions for \$77,000,000 for school purposes. Our school terms are too short, our teachers are not half paid, our children are doomed to the poverty and helplessness which ignorance everywhere entails, because there is not money enough to keep the schools open and to employ competent teachers and pay them. There is over four hundred millions of money in the United States Treasury. If we do not get \$77,000,000 for Education, the politicians will waste it for partisan purposes. Pour the Petitions into the House of Representatives now.

WRITTEN EXAMINATIONS, AGAIN.

ANNA C. BRACKETT.

A CORRESPONDENT of the JOURNAL asks me a few questions about my ethics of marking, which I am very glad to have the opportunity of answering.

The questions which my proposing the little girl's answer for marking have called out, have already let in much light on the subject. I saw that when I found in a written examination paper, the answer, "The liver is south of the stomach, and a little to the right," I should have marked it 10.

Your correspondent asks, first, whether I consider the answer perfect?

Of course not, for an adult. But to expect "perfect answers" from children on anything but arithmetic, is out of the question. The child's knowledge is all in a fragmentary state. It is not, and from the nature of the case cannot be, a connected whole—it is only possible material for such a whole. And, again, his vocabulary is, as a rule, very limited. He is greatly hampered by want of words to express clearly the ideas which he may have. I have to guess at his meaning often—in fact generally, as soon as he gets beyond the circle of his everyday life. He has

to struggle to make me understand what he thinks, and he is often completely lost in a long sentence on which he started with a clear idea. In any answer which is really his own thought, I must use my judgment and intuition to decide whether he have the correct idea or not. Often an answer seems absurd or the exact opposite of the truth, when I find by one or two side questions that the child really had the correct idea. And as I thus help him to express his thought, the troubled look clears from his face, and with a glad flash of recognition, he will exclaim, "Why yes—that is just what I meant!"

This is possible in an oral examination; it is not possible in a written examination.

There, we are forced to judge by the first written words, and, therefore, over and over, I protest against written examinations for the child-mind. For an adult-mind they may be excellent.

Now with regard to my little girl's answer. I maintain that no child who did not at all know the position of the organ in question, could have possibly invented this answer. It would never have occurred to an ignorant pupil. The answer shows me that the child did, in all probability, know the position of the liver. Moreover, she was answering from real, assimilated knowledge, which she had made so much her own that she thought only of her own liver as she answered, and therefore said, "a little to the right." If she had been trying to think of a chart or a manikin, she would have been more likely to say, "a little to the left."

I maintain, that if we are to judge by the words at all, the child really did know very certainly where it was; and, as I said before, I should have marked the answer 10, with an amused smile of sympathy for the child who was trying so hard to make me see that she really knew.

Now I am asked what I should have marked the answer of a pupil whose English is not "careless," and whose description of the location of the liver was so accurate and complete that no other organ could by any possibility be mistaken for it?

I suppose I should have been obliged to mark it 10. But, after I had done it, I should have laid down my pencil and said, "This is not right. This pupil is not giving me his own words, but those of some grown-up author on anatomy which he has committed to memory, and I have not half as much confidence in his real knowledge as I have in the knowledge of my little girl after all." Then I should have continued, "Any way of treating the answers of children which obliges me to give these two answers the same mark is radically wrong, and I should from that evening have examined my children orally and not in writing if I wanted to

test what they really had made their own.

I would rather have a little girl say, as one did to me, "A preposition tells—tells—how one thing is to another," with the blood flushing her face as she uttered the last words and waited anxiously to hear what I would say—than to have her glibly repeat in perfect English, "A preposition is the particle which shows the relation of a verb to a noun or of one noun to another."

In teaching children we should always think more of the mind of the child than of the subject taught. The child's mind is what we must always have our attention concentrated upon. In teaching adults we can afford to fix our attention on the subject.

May I add that it seems a little hard for one who is plodding along in the snow and slush of a New York winter, to be so fiercely attacked by a favored inhabitant of sunny and flowery California. It would seem as if a little pity and consideration might temper the words.

It was the proof-reader of the JOURNAL who made me challenge any one to show a school in better "marking," order than this one where there are almost no written examinations. I said *working order*.

I shall be very glad if O. P. Q. will tell the readers of the JOURNAL the advantages which he finds to inhere in written examinations for children. Twenty years ago I should have been with him on the subject.

METHODS.

Go to the Text-books for methods. They are made by our most experienced teachers. They contain the careful results of long study. You can get these books very cheap.

They present topics in a systematic, orderly, consecutive style, and you build up a strong, coherent fibre of mind and character by using them.

Then the Publishers are lavish in their expenditure, not only to secure the best matter, presented in the best manner—but they add to all this such a wealth of illustration as to make these books works of art—and the indirect teaching is almost as strong and valuable as the direct.

Much of the time of the pupils in our schools has been—and is yet—wasted by the experiments published in Journals of Education, written by some crude, unripe person, who is anxious to see his name in print.

If you want the *best methods*—methods which produce lasting and important results—stick to the Text-books.

Let the Journals of Education stick to their appropriate work too—of building up a public sentiment which will sustain the schools.

We should not want anything better, if we were an opponent of the Public School system, to beat it down

and undermine it, than the statements made in almost every issue of these papers, pointing out the imaginary faults of teachers and the weakness of their work.

We rather wonder that the system stands at all—so many clubs are furnished, with which to destroy it, by the educational papers themselves.

It is a rare and strong evidence of its worth and power and vitality—that it *lives* in spite of all this!

The teachers—and the people too—show their good sense and their wisdom in letting these weaklings starve. They are a hindrance—and not a help—and deserve their fate.

If you want *methods*—the best ones—those which stand the test—go to the Text-books.

"POTATOES."

It does seem as if some people never would be satisfied. The Press of the State are now scolding the "honored" President of our State University because he is—by proxy—teaching the young men of the State how to raise "potatoes."

To be sure, they are said to be "small," and "few in a hill"—but they are a perennial plant—esculent—and have an antipathy to *light*—in fact it is said that the action of *light* will turn them green.

What, then, could there be, in an Agricultural College more appropriate than small potatoes?

This new attack on the "honored" President, by the Press of the State, grieves us sadly—so to speak!

It is said that Dr. Laws, under these repeated attacks by the *Kansas City Times* and other leading papers of the State, as Shakespeare says—first

"Fell into a sadness—then into a fast—
Thence to a watch—thence into a weakness."

Here is one account of a late demonstration by some *two hundred* or more students, which we clip from the *Kansas City Times*:

"Last June the Annual Catalogue of the University appeared with the title, 'Forty-fourth Catalogue of the Missouri Agricultural College and University.' This created dissatisfaction among the students, which smoldered until to day, when, early in the afternoon, some two hundred or more members of the Academic, Normal, Law, Medical and Military Departments, appeared on the street in procession, headed by the city band and bearing banners and other insignia expressing their feelings.

First came a picture of the University with the words, 'Agricultural College.' This was followed by others marked 'Agricultural Degrees, S. B., L. B. and A. B.' Then came the band on a threshing machine; a load of hay; students with pitchforks, hoes, shovels, spades, wheelbarrows, cow-bells, etc.; a wagon carrying students with a cutting-box; a banner, bearing the picture of

a cow, with the words, 'Feeding for lean meat.' Bulletin 19, law students, with the sign, 'Legal Agricultural Students;' medical students labeled, 'Medical Agricultural Students.' Wagon carrying a 'dummy' [was it Pres't Laws?—ED. JOUR.] which the students dissected as they went along. A wagon load of wood poles. A banner, 'Normal Agricultural Students.' A banner, 'Academic Agricultural Students.' A banner, 'Military Agricultural Students.' A banner, 'Theological Agricultural Students.'

One of the principal pictures was that showing the old University building decorated in crape, and called 'University of Missouri.' This was followed by a picture of the magnificent new building, dubbed the 'Agricultural College of Missouri.' Another banner bore these words, 'The General Assembly shall take measures for the improvement of such land, etc., to support a University for the promotion of Literature and the Arts and Sciences: see Catalogue, page 7.' A cut of a University dude was in one corner. The last in the procession was a mowing machine, and a banner 'Rats,' followed by 'Amen.'

There was another banner, so the boys say, but it was stolen, and did not appear. It represented an M. D., with a skull, and a lawyer with Blackstone, in a foot-race for a plow in the distance."

We tender Dr. Laws our deepest sympathy, for a correspondent writes us that this

"Grief has so wrought on him
He takes false shadows for substances."

WHAT would the press of the State have Dr. Laws do, up at the Agricultural College at Columbia?

A man must work with such tools as he has. If Dr. Laws can show the young men of Missouri how to raise "potatoes," is not that a big improvement on what he has ever done before?

As Shakespeare says,

"'Tis my vocation, Hal:
'Tis no sin for a man to labor in his vocation."

\$77,000,000.

WE call attention to the fact that this \$77,000,000 will go, to a very large extent, into the hands of teachers—those already engaged, and those who will be secured to conduct the new schools, which will be established as soon as the appropriation is made.

THE total cash on hand, as shown by the Treasurer's account, is \$439,023,740—money now lying idle in the United States Treasury.

We are not poor!

We can spare \$77,000,000 to help educate the illiterates of the nation.

Clip out the Petition in this issue and send it on to Washington, so as to secure the passage of the Bill at this session. No time is to be lost. Pour in the Petitions.

ARKANSAS

EDITION

American Journal of Education.

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J. B. MERWIN.....

PARENTS MUST KNOW!

EDS. AMERICAN JOURNAL OF EDUCATION: Miss Brackett's articles on "Written Examinations" have drawn my careful attention," but I am not able to agree with her. Her position is (if I understand it) that written examinations conducted either by experienced or inexperienced teachers, whether acquainted or not, gain nothing. Is not an examination itself a test?

I have no doubt (as Miss B. seems to have) but that an examination properly conducted does really test the knowledge of the pupil. An examination is not an examination unless it does test; and it can never test without a means of coming to exactness, and exactness can't be reached in the examination of a pupil outside of marking questions not answered.

A teacher, of course, knows how well her class recites every day; but I should like to know how Miss B. would tell us just how much each of her pupils has retained at the end of six months of study without a fair test? That something practical and helpful is gained by these examinations, I am satisfied from actual experiments.

Nothing could be more powerful in bringing about competition among the pupils than the fact that at the end of the school term each shall know his and her standing. The parents too are glad to know by reports sent them how well their children succeed in mastering the topics studied.

J. C. ROSS.

Malvern, Ark., Dec. 20th, 1886.

LET us stir the heart of this great nation to action, in view of the dangers which menace us from the growing mass of illiteracy. This pleads, with the prayer of its darkness and hate, for light and liberty. Let us hear and answer. Let all sign Petitions for the \$77,000,000 for school purposes. The South needs it. We have it to give. This is the way of safety. This is the way of justice. Let all sign and pour in petitions to the House of Representatives now.

THE South is repairing, in a growing and glorious prosperity, the wounds she inflicted upon herself in the delirium of a burning fever a few years ago.

Let us help her with \$60,000,000 out of the \$77,000,000, to train and educate her illiterates into the duties, responsibilities and privileges of American citizenship.

The South votes for and pays her

proportion of \$63,797,831.61 for Pensions for the Union soldiers and their survivors. Certainly, the least that justice or patriotism can do is to reciprocate this by helping her educate the illiterate voters she had no hand in making—but, being once made, cannot be unmade!

THE READING FOR TEACHERS.

ANNA C. BRACKETT.

FROM the preface of a book recently published by Prof. G Stanley Hall, on *The Bibliography of Education* (D. C. Heath & Co., 1886), I copy the following, which deserves to be sent over the land till it reaches every teacher:

"The reading time of most teachers is quite limited, hence they cannot be too select in their choice of books. They must assiduously cultivate the robust moral power of ignoring the great mass of petty, undervalued and worthless reading matter that is printed for them, which makes real knowledge impossible, and resolve—to adopt a well-known phrase—that the things they read shall be things worth reading.

"The habit of reading what is beneath one's soul—whether fostered by ennui, idle curiosity, antiquarian interest, a sense of duty, or worst of all by a false sense of the authority of things printed—is so belittling, and the exact inverse of Educational, that one would hardly expect educators to be so prone to it. Teachers who will maintain a proper degree of intellectual self-respect, and be as select in their reading as we should all be in the society we keep; who will vigorously reject the second best—to say nothing of the tenth or twentieth best—may, I believe, in the time at their disposal, and now squandered on print unworthy of them, reasonably hope to master most of the best at least, if they confine themselves to one language or one department.

"To do this, however, not only is some hardihood of self-denial, but also some knowledge of the good and evil in pedagogic print needed—and just this is what American teachers are at present seeking in more ways, I believe, than ever before. In seeking the best, there is so much to mislead and little to guide teachers.

"In the general reading of every teacher of whatever grade, should be included some work on the History of Education, some Psychological and some Hygienic literature. Every teacher should also select some department or topic, connected in many cases probably with the teaching he prefers, about which that reading should centre."

Ignorance costs and slays. Intelligence saves and pays.

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15-21

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Send for Circulars. Address
J. H. MILLER, President.
19-5-17
Mention this Paper

PLEASE drop a line to J. B. Merwin School Supply Co., No. 11 North 7th Street, St. Louis, Mo., and ask for anything and everything you need in your school.

LET the hoarded millions be scattered among the people. There is now, let it be remembered, over Four Hundred Millions of money belonging to the people, hoarded up in the vaults of the United States Treasury, Washington, D. C. The people want \$77,000,000 for Education. The Senate, by a vote of more than three to one provided for this.

The House of Representatives, by a trick unworthy even of political demagogues, thwarted this vote.

Let us pour in the Petitions, demanding that \$77,000,000 of this surplus shall be distributed—before this session of Congress ends March 1st.

Be up and doing. Send in the Petitions.

THERE are about seventeen million children of school age in the United States. Only seven million attend school. Where are the other ten million?

THE people do not begin to realize the dangers and limitations of ignorance and illiteracy.

LET us see to it, that we owe more to our own strength and purpose and diversified power than to the inferiority of our rivals.

A FEW SUGGESTIONS.

BY DAVID MARTIN, CO. SUP'T.,
ELIZABETH, W. VA.

THE success or failure of a school depends altogether upon the teacher.

We must first know what to teach, next how to teach.

If the teacher is competent to arouse an interest in all the studies pursued, the government of the school will be assured.

A school well taught is a school well governed. It is generally thought if a teacher acquires a sufficient knowledge of the text-books to obtain a certificate, he can teach school successfully. He is responsible for the intellectual, moral and physical training of the children entrusted to his care. So that in addition to a thorough knowledge of the text-books, he should understand the Science of Teaching, Physiology and Psychology—for he cannot properly train the mind unless he knows the laws that govern it.

The perceptive faculties of the child develop first; next after reading, the child should study Geography and History, as these branches depend chiefly upon the memory and imagination. Arithmetic and grammar depend mostly on the reflective faculties or reason and judgment, and should not be studied too early in life.

"It is not what the pupil commits to memory from books, nor what is told him by the teacher, but what he does for himself and by himself, under skillful guidance, that educates him."

A school should be opened every morning by some devotional exercise. Singing is a powerful element in the government of a school. Fifteen or twenty minutes devoted to general exercises, will create an interest, and will have a great tendency to prevent tardiness. Never commence with regular exercises first in the morning, but have something new to awaken an interest.

Firmness and kindness are the two strongest elements in the government of a school. What you would have your pupils be, be that yourself; for our influence extends not to this generation only, but to the succeeding one. We think every teacher should subscribe for some good Educational Journal, and read also some of the strong and leading weekly papers in addition to the best works on the Science and Art Teaching.

Many mistakes can be corrected, but the mistakes of the teacher cannot. His mistakes and errors will not only be felt in time, but in eternity. I know not what profession is second—but that of teaching is first. Are we competent for this great work?

December 20th, 1886.

INSTRUCTED FOR IT.

THE forty-second General Assembly of Tennessee—a Democratic Assembly—adopted without a dissenting voice a resolution requesting the Senators and Representatives from Tennessee in Congress "to give their votes and influence to any measure to come before Congress granting aid to common schools." These instructions were obeyed by Senator Jackson, but disregarded by Senator Harris.

Let every teacher in Tennessee send off the Petition published on page 12 of this issue, numerously signed, to their Representative in Congress.

No time is to be lost, as we want to have the House pass the Bill at this session.

Let the Petitions pour into Congress.

Yes, let us go to the House of Representatives and demand the passage of the Blair Bill. Let the nation appropriate \$77,000,000 for education. Let us infix its roots thus deep in the consciousness of the American people, and build up the system of Public Education upon the enduring basis of reason, liberty and equality before the law—for how can the citizen know the law and be held amenable to the law unless the nation teach him to read the law, if the State and when the State fails to do it?

THERE are as many ways in which to teach children to look at things logically and to judge for themselves, of consequences, as there are objects and events by which to illustrate laws.

Teach that law is a certainty.

"God works in moments."

American Bureau of Education

St. Louis, Mo.; Dallas, Tex.; New York City; New Orleans, La.; Chicago, Ill.; Atlanta, Ga.; Nashville, Tenn., supplies

TEACHERS

WITH POSITIONS,

COLLEGES

and schools with Professors, Principals, Assistants and Tutors—graduates from Johns Hopkins, Cornell, Harvard, Yale and almost every other University and College in America; also undergraduates of all grades; Governors for families, and Music and Art Teachers from the best Colleges and Conservatories. Organized by experienced educators, facilities, in many respects, unequalled by any other Bureau of School Agency. Patronage from every quarter of the U. S. Endorsed in 30 states. Teachers desiring positions apply at any time; those who have positions bid to change the earlier they apply the better; those who are without positions register at once. Schools in different countries open almost every month. Additions and changes in facilities are continually being made. Many teachers fail to hold positions secured them in vacations. We have continuous calls for teachers. For a Registration Blank send stamp to the above address at any office mentioned (one registration sufficient for all). References as to the President's character and reputation as an educational worker: Bishop McTear, President of Vanderbilt University; Rev. Geo. W. Price, D.D., Pres. N. C. Y. L. Rev. W. E. Ward, D.D., Pres. Ward's Seminary; Hon. W. B. Eise, Gov. Tennessee.

Clip this advertisement for future reference.

UNION TEACHERS' AGENCY.

Established 1880. 16 Astor Place, New York City.

W. D. KERR, Secretary.
It is no longer a question whether teachers and employers shall use the medium of a School Agency, but only of which Agency they shall employ. The best teachers are enrolled, the best Schools come to some Agency for their teachers. Three-fourths of the prominent positions obtained this summer were obtained directly through some Agency. Now which shall be employed? Unquestionably that which combines age and experience with the confidence of its patrons, and the assistance of hundreds of teachers already placed. Such is the UNION TEACHERS' AGENCY. Send stamp for Circulars.

Mention this Paper 19-2-19

A Card to Teachers.

If you have School Books which you do not care to keep, I will take them in exchange for books you may need. Please send me a list of those you would

LIKE TO SELL OR EXCHANGE.

Send orders for cheap School Books to
C. M. BARNES, 151 and 153 Wabash Ave,
CHICAGO, ILL.
19-6-19 Mention this Journal

BEST TEACHERS, AMERICAN AND FOREIGN.

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Skilled Teachers supplied with positions.
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AMERICAN SCHOOL INSTITUTE,
7 East 14th St., N. Y.
19-5-19 Mention this Journal

SOUTHERN EDUCATIONAL BUREAU

SUPPLIES

Superintendents, Colleges, and Schools, with Competent Teachers in every department; and aids Teachers to procure suitable positions. Circular and application form sent for stamp.

A. B. FANNIN, Manager,
Montgomery, Ala.

REFERENCES.
Hon. Solomon Palmer, State Supt. Ed. Alabama.
"Jno. M. McKleroy, Ex-State Supt. Ed. Alabama.
Hon. Jos. Hodgson, Ex-State Supt. Ed. Alabama.
Hon. Gustavus J. Orr, State School Commissioner, of Georgia.
19-7-6t Mention this Journal

DO YOU WANT TEACHERS?

DO YOU WANT SCHOOLS?

Southern School Agency,
Established 1880.

Prof. Frank M. Smith says:—From my personal knowledge of the work of the Southern School Agency, I take pleasure in recommending it to teachers and patrons generally. I know that Prof. Woolwine represents teachers faithfully in securing for them suitable and profitable situations. I further state that those wishing to employ teachers can rely fully on his recommendation. State to him the kind of teacher you want, and then leave the selection to him, and my word for it you will be well pleased with the result.
FRANK M. SMITH, Supt. City Schools,
Jackson, Tenn., April 1, 1885.

Teachers wishing positions, and Schools needing teachers, should address with stamp

S. S. WOOLWINE, Proprietor,
No. 26 South Cherry St.,
NASHVILLE, TENN.

19-6-19 Mention this Journal

Union School Bureau

ELMHURST, (CHICAGO,) ILL.
(Formerly the Western and Northwestern Teachers' Agency.)

This Bureau is UNRIVALLED in its facilities for assisting Teachers to DESIRABLE Positions. The expense of membership is reduced to a minimum—no profits on Registration Fees. TEACHERS of all grades WANTED for every State and Territory.

"Through Prof. Albert's Bureau I secured my present position."—C. M. Lowe, A. M., Prof. of Ancient Languages, Wheaton College, Ill.
"I am well pleased with my present position of High School Assistant, and may again avail myself of your services, if I desire another promotion."—Anna Barnaby, Prescott, Wis.
"I have great confidence that both teachers employed through your Bureau will prove valuable additions to our Faculty."—D. McGregor, Pres. State Normal School, Platteville, Wis.
"Our Prof. of Music, whom you recommended, is giving entire satisfaction."—M. G. Owen, Sec'y Board of Trustees, Westfield College, Ill.
For full particulars, address C. J. ALBERT, Manager.
20-1-6t ELMHURST, ILL.

ESTABLISHED 1877.

American Teachers' Bureau, St. Louis, furnishes Colleges, Schools and Families with good teachers FREE OF CHARGE. O. H. Evans, A. M., a teacher of many years' experience in the College class room, and as Supervisor of St. Louis Schools gives special attention to the selection of teachers for all who desire them.
19-7-19 Mention this Journal

S. S. HAMILL,

Author of "NEW SCIENCE OF ELOCUTION" will open his

SCHOOL OF

ELOCUTION

at 150 22nd St., Chicago, Ill.
First Summer Term..... June 1st, 1887.
Second Summer Term..... July 15th, 1887.
Pupils prepared for teachers of Elocution and Dramatic Readers. Send for Circulars.
19-11-12t Mention this Journal

Peaceful Revolution.

Fröbel, Pestalozzi, the Quincy Method. The Kindergarten all outdone and eclipsed by our COMPREHENSIVE WHEREWITHAL System of Education by a Philadelphia Lawyer. The Book form at 60 cts. for individuals and families. The Chart form for schools, promises complete revolution in the expense and time of securing an education. To be used under license to States, Cities and Towns at 10 cts. per capita per annum or special arrangement. Remit stamps, check or Postal order with orders.
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MONEY.

If you want to make some money
SEND A 2 CENT STAMP
To E. L. HUTCHINSON,
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and he will put you in the way of
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TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex. { Editors.
J. B. MERWIN

RIGHT onward must all our teachers move now. Secure names to the Petition, printed on another page, for Federal Aid to Education. This session of Congress the House of Representatives should be flooded with them, to show that we are in earnest that a part of the more than Four Hundred millions of money in the United States Treasury, \$77,000,000 at least should be devoted to educate the masses for the duties, responsibilities and possibilities of American citizenship.

It is a far more important work to teach and train the people into intelligence, obedience and morality, than to make laws and administer them.

Obedience, intelligence and morality are the safeguard and practice of the common people. Laws and their administration are the exceptions—for the criminals. The schoolmaster and his work is greater than that of the lawmaker. Let us honor and pay each for his worth and work.

A GOOD MOVE.

THE Educators of Texas are untidily at work to secure at the next session of the Legislature a law something like the following for COUNTY SUPERINTENDENTS.

It seems to be just what is needed to meet the demands.

Section 1. There is hereby created the office of County Superintendent of Public Schools.

There shall be a County Superintendent in each organized county, whose term of office shall be two years, and who shall be elected at the same time and in the same manner as other county officers, or appointed by the State Superintendent.

Sec. 2. The county Superintendent's compensation shall be as follows:

In counties having a scholastic population of 2000 and less than 3000, \$500; of 3000 and less than 4000, \$800; of 4000 or 5000, \$1,000; of 5000 and more, \$1,200.

In counties having a school population of less than 2000, he shall receive \$3.00 per day for actual time employed in the duties of his office, not to exceed 100 days or \$300.

Sec. 3. The County Superintendent shall examine all persons presenting themselves as teachers in the schools of his county, at such times and places as he may appoint, due notice of which shall be published not less than five days in advance of such examination; and grant such as are found properly qualified by good moral character, scholarship and ability to teach and

manage schools, to teach in said county. But no certificate shall be granted to any person who shall not pass a satisfactory examination in Orthography, Reading, Writing, Geography, Arithmetic, Physiology, English Grammar and Composition.

Provided, that no person shall be entitled to receive more than two (2) third grade certificates.

Sec. 4. There shall be three grades of certificates granted to teachers by the County Superintendent in his discretion, to-wit:

The certificate of the third grade shall be granted to persons who shall have passed satisfactory examination in the branches specified in the above section, which certificate shall license the holder to teach in some special district, and shall not continue in force more than six months.

The certificate of the second grade may be granted to any person of approved learning and character, who, in addition to the branches specified in the above section, shall pass a satisfactory examination in History of the United States, Civil Government, Book-keeping, Blackboard Drawing, and Theory and Art of Teaching, which certificate shall be valid throughout the county for one year, unless sooner revoked.

The certificate of the first grade shall be granted to no person who has not taught at least one year, with approved ability and success, and who shall not pass a satisfactory examination in all the branches required to obtain a second grade certificate, and in Algebra, Geometry, Zoology, Botany, and Natural Philosophy, which certificate shall be valid throughout the county in and for which it was granted for two years, unless sooner revoked.

The above article was handed us some time ago, as the result of careful study on the part of one of our best educators. It covers the ground completely and we think it is just what the situation demands. Look it over carefully, and if it strikes you as the correct thing work for it.

PLENTY of money, you see, for Educational purposes—if you have the wit and wisdom and sense to ask for and secure it.

There is now in the Treasury of the United States \$439,023,740.00 belonging to the people, unappropriated.

See Petition for Federal Aid, on page 12. Clip, sign, and send it on to your Representative in Congress without delay.

LET us look this problem of illiteracy and ignorance in the face. It is danger, it is hate, it is mischief, it is destruction to property, to rights and to law.

It is a *Saturn* which devours all the time, and unless removed will level to despotism with all the calamities which despotism produces.

Can we afford this?

Is it not cheaper to use the surplus to educate into citizenship and obedience; into productive, helpful relations? starting diversified industries which intelligence demands and provides for.

What does this lethargy of the people mean? What does it forebode? There comes sweeping up from these realms of ignorance a spirit born and bred of the passion of hate, stretching forth its arms giant-like to crush out all which does not cater to its own destructive force.

THE BLAIR BILL.

It has passed the Senate by a vote of more than three to one.

What we need to do now is to flood the House of Representatives, at Washington, D. C., with Petitions.

This great and beneficent measure hangs fire there.

See the Petition on page 12, this issue; clip it, sign, and get all the signatures you can, and send it to your Representative in Washington without delay.

Teachers and others interested in Education, in all the States, should send on these Petitions early, as this session of Congress closes March 1st.

We give in this and in other columns the amounts each State will secure. Let this action be taken at once.

MAINE would receive

\$274,708.81.

NEW HAMPSHIRE would receive

\$177,216.30.

VERMONT would receive

\$196,236.51.

MASSACHUSETTS would receive

\$1,152,116.61.

RHODE ISLAND would receive

\$307,210.44.

CONNECTICUT would receive

\$352,202.22.

NEW YORK would receive

\$2,721,066.98.

NEW JERSEY would receive

\$659,809.18.

PENNSYLVANIA would receive

\$2,825,824.98.

WISCONSIN would receive

\$688,420.03.

DELAWARE would receive

\$240,559.17.

MARYLAND would receive

\$1,666,442.88.

VIRGINIA would receive

\$5,332,498.25.

WEST VIRGINIA would receive

\$1,057,895.33.

KENTUCKY would receive

\$4,316,930.63.

NORTH CAROLINA would receive

\$5,749,121.37.

TENNESSEE would receive

\$5,089,262.62.

SOUTH CAROLINA would receive

\$4,582,792.26.

CALIFORNIA would receive

\$662,051.95.

A ROLL OF HONOR.

WE again ask an examination of the following list of names of the United States Senators who voted for the "Blair Bill" to appropriate \$77,000,000 of money for school purposes. They voted for this bill after patiently listening for weeks and hearing all the arguments for and against the measure.

These Senators are from all sections of the country, familiar with its needs, and belong to and vote with both political parties, so that it is of course a *non-partisan* and a *non-political* measure.

Hon. Daniel W. Voorhees, United States Senator from Indiana, in his grand speech in favor of this measure, said:

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace, and harmony, that has been known in the history of the Government."

These Senators, working, speaking and voting for this measure constitute a

"ROLL OF HONOR,"

of which the nation may well be proud.

In all coming time, their action on this question will stand out luminous in the history of the Republic.

Such men do not occupy this high place of trust and power and vote seventy-seven millions of money away for either unconstitutional or unnecessary purposes.

Hon. Henry W. Blair, New Hampshire.

Hon. Joseph E. Brown, Georgia.

Hon. Wilkinson Call, Florida.

Hon. Angus Cameron, Wisconsin.

Hon. Alfred E. Colquitt, Georgia.

Hon. Omer D. Conger, Michigan.

Hon. Shelby M. Cullom, Illinois.

Hon. Henry L. Dawes, Massachusetts.

Hon. Joseph N. Dolph, Oregon.

Hon. G. I. Edmunds, Vermont.

Hon. Wm. P. Frye, Maine.

Hon. Augustus H. Garland, Arkansas.

Hon. James Z. George, Mississippi.

Hon. Wade Hampton, S. Carolina.

Hon. Benj. Harrison, Indiana.

Hon. George F. Hoar, Massachusetts.

Hon. Howell Edmunds Jackson, Tennessee.

Hon. Benj. Franklin Jonas, Louisiana.

Hon. Chas. W. Jones, Florida.

Hon. Jno. E. Kenna, Virginia.

Hon. Jno. A. Logan, Illinois.

Hon. Samuel J. R. McMillan, Minnesota.

Hon. F. Manderson, Nebraska.

Hon. Warner Miller, New York.

Hon. Justin S. Merrill, Vermont.

Hon. Austin P. Pike, New Hampshire.

Hon. Orville H. Platt, Connecticut.

Hon. James L. Pugh, Alabama.

Hon. Matt. W. Ransom, N. Carolina.

Hon. H. H. Riddleberger, Virginia.

Hon. Philetus Sawyer, Wisconsin.

Hon. John S. Williams, Kentucky.

Hon. James F. Wilson, Iowa.

The following named Senators were "for the Blair Bill," also, but were "paired," and so could not vote for the measure:

Hon. Randall G. Gibson, Louisiana.

Hon. H. W. Aldrich, Rhode Island.

Hon. W. B. Allison, Iowa.

Hon. J. M. Camden, West Virginia.

Hon. Elbridge G. Lapham, New York.

Hon. John I. Mitchell, Pennsylvania.

Hon. Lucius Q. C. Lamar, Mississippi.

Hon. Thomas W. Palmer, Michigan.

Hon. Zebulon B. Vance, N. Carolina.

Hon. James D. Walker, Arkansas.

Hon. Daniel W. Voorhees, Indiana.

When such a list of names of United States Senators are so thoroughly convinced both of the constitutionality and necessity of this appropriation, as to work for it and vote for it, the four hundred thousand teachers of the country need not hesitate to second their efforts.

Send to the AMERICAN JOURNAL OF EDUCATION, St. Louis, for Petitions, and a copy of the Bill appropriating \$77,000,000.

FEDERAL AID A NECESSITY.

THE necessity for Federal Aid to Education is admitted by all who are at all familiar with the extent and danger of illiteracy in this country.

The constitutionality of the measure has been established by the highest legal authority in the country. There is four or five times the amount asked for—\$77,000,000—idle in the Treasury and no bonds to pay until 1891.

The surplus is accumulating to the extent of over \$77,000,000 every year. Let us at once flood Congress with Petitions to appropriate \$77,000,000.

This money belongs to the people—not to the politicians.

If the bill passes,

MISSOURI would receive

\$2,586,674.03.

ILLINOIS would receive

\$1,801,616.46.

IOWA would receive

\$577,532.84.

ALABAMA would receive

\$5,370,848.45.

MISSISSIPPI would receive

\$4,624,339.33.

LOUISIANA would receive

\$3,945,051.48.

GEORGIA would receive.

\$6,448,482.66.

MICHIGAN would receive.

\$789,592.67.

MINNESOTA would receive

\$428,060.02.

COLORADO would receive

\$129,783.50.

We need county supervision.

With this appropriation we could pay competent men for this needed work.

We need to increase the school term to nine months in the year.

We ought to pay competent teachers a minimum salary of \$50.00 per month at least.

For Petitions and the facts as to the necessity for Federal Aid, address THE AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo., and they will be sent at once.

LOOK over the list of States and see what each State will receive when the bill for Federal Aid to Education (printed on another page) passes the House of Representatives.

Most of the \$77,000,000 will go for teachers' wages and to provide longer terms for schools.

Every teacher should begin and circulate the Petition, printed on another page, to secure the \$77,000,000.

It is well to know the fact, that we paid for Pensions alone, the last fiscal year—not one penny too much—it was all deserved—we paid \$63,797,831.61 to those who saved the nation from disintegration and ruin!—and now people higgie and hesitate about appropriating \$77,000,000 in eight years, to help preserve the country from the dangers of illiteracy.

BAYONETS are no remedy for the convulsions which come from oppression and want! If they bring a temporary peace, it is only the peace of terror—the silence of a hated and hateful despotism.

We are debasing men by ignorance in this country, and then despise and oppress them for their ignorance.

There is no equity or justice or safety in such a state of things.

We can reason with an intelligent person. He can see the relations of men and events and employments—but ignorance is hate, and tumult begets tumult, and you cannot reason with ignorance and hate and prejudice. The cheapest thing we can do with the masses in this country is to educate them, and do justly by them. They are the power. No intelligent person clothed with citizenship in this country need be, or should be, dreaded by capital or corporations.

Their interests, if honestly and justly administered, are one and identical. Intelligent people see this. Intelligence pays. Ignorance costs.

THE great Coleridge says: "Poetry has been to me 'an exceeding great reward;' it has soothed my afflictions, it has multiplied and refined my enjoyments, it has endeared my solitude, and it has given me the habit of wishing to discover the good and beautiful in all that meets and surrounds me.

\$77,000,000.

THIS is a large sum of money to be appropriated for schools. It is all needed. It is lying idle in the Treasury. It belongs to the people, and not to the politicians. If distributed, as proposed by the Bill which passed the United States Senate by a majority of more than three to one,

ARKANSAS would receive

\$2,503,170.97.

DAKOTA would receive

\$59,737.09.

FLORIDA would receive

\$993,548.79.

ILLINOIS would receive

\$1,801,616.46.

INDIANA would receive

\$1,372,441.20.

KANSAS would receive

\$489,147.72.

NEBRASKA would receive

\$142,843.63.

OHIO would receive

\$1,633,718.21.

TEXAS would receive

\$3,920,913.78.

With these amounts we could pay for and secure competent County supervision of our schools; increase the school terms to nine months out of the twelve; and pay competent teachers, as we ought to do, a minimum salary of \$50.00 per month.

Send to the AMERICAN JOURNAL OF EDUCATION, St. Louis, for Petitions and the facts as to the necessity for the passage of this Bill.

We are at peace with ourselves and with all other nations too, and yet we have paid to maintain an army over \$37,000,000 during the past year.

What does all this "fuss and feathers" amount to?

If it is constitutional to expend \$37,000,000 for an army, it is certainly constitutional and proper to spend \$77,000,000 in eight years to educate the ignorant.

Send in the Petitions to the House of Representatives without delay.

ALREADY our large edition containing the text of the Bill for Federal Aid to Education and the Petition for it, has been exhausted, and the calls are so numerous that we print both again in this issue.

These Petitions should be poured in upon members of the House of Representatives in Washington, so as to secure action on this all important measure before this Congress adjourns. The action of the Senate, you see, holds good until March 1st.

Do all our teachers understand the importance of prompt and united action in this matter?

Pour in the Petitions!

The South helped pay their proportion of the \$63,797,831.61 for Pensions last year: they did not get a dollar of this vast sum. It all came to the North—deservedly.

Was it not this fact that led Senator Voorhees in his grand speech for Federal Aid to Education to say:

"I hail this great measure as the most progressive and powerful movement for reconciliation, peace and harmony, that has been known in the history of the Government."

The South will get about \$60,000,000 out of the \$77,000,000, if the bill passes the House of Representatives this session, as it should pass.

POUR IN THE PETITIONS.

LOOK at the average rate of wages paid our teachers; how poor, how meagre, how stingy, how paltry—ah, more, how mean! Thirty dollars a month for three months!

The United States Senate said we will remedy this injustice, we will stop this meanness, we will avert this danger from ignorance, prejudice and hate, we will vote for \$77,000,000 to increase both the school facilities of the people and the wages of our teachers.

Have the 400,000 teachers of the United States the wit and wisdom, the pluck and energy, the spirit and character to demand action now on the part of the members of the House of Representatives in Washington, and secure the passage of the Senate Bill by the House? We hope so.

We print both the Bill and the Petition on another page. We do more than this. We print again a list of the names and residences of the United States Senators who, after listening to all the arguments for and against the bill, voted for the measure. These names and their votes will show that this is not a partisan measure, that it is not a sectional measure, that it is a constitutional measure, that it is a necessary measure.

If the four hundred thousand teachers, with their friends and employers and pupils demand it by Petitions, the House of Representatives will pass it this session, and the Bill will become a law.

We do not see, in view of the great benefits teachers will derive from the passage of this bill, how they can rest days or sleep nights, or ever consent to forgive themselves, if this bill does not become a law, and the money is not expended for education according to its wise, patriotic and beneficent provisions.

Pour in the Petitions into the House of Representatives, demanding its passage before March 1st, 1887.

FACTS are more potent than words. State the facts as to the necessity for longer school terms and more competent teachers. They are abundant, startling and convincing.

KNOWLEDGE is that which, next to virtue, truly and essentially raises one man above another.

Do not doom your children to the bondage and helplessness of ignorance.

ILLINOIS.

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... { Editors
J. B. MERWIN..... }

ILLINOIS.

ILLINOIS would receive, if the Blair Bill passes the House of Representatives—as an addition to her school fund—nearly two millions of dollars. The exact sum would be \$1,801,816.46.

It seems to us that every one of the twenty thousand teachers in this State should send on Petitions to the House of Representatives by the first mail for the passage of this Bill.

Is there no warning voice to us in these 'strikes' and 'tie ups' in these terrific events which have just passed—and the still more terrible ones at the door—unless we do justly, love mercy and enlighten the more than six millions of ignorant people in this nation?

Give us the training and culture of a good school system, with its orderly methods, its harmonious working, its enlightening refining influence, its mutual restraints and inspirations—give us these and give them now, and so save the children—the State—the property—the nation, and make these great, in their conservative uplifting power.

IGNORANCE in the mob works—inspired by hate—with fearful rapidity and awful power, as we have seen—as we shall see, unless we enlighten it, and deal justly by it and with it.

Give us schools in which to train and educate the more than six millions now shut entirely out of and away from all means of enlightenment, and we can save the nation.

Into this chaos of darkness let us pour the light of an intelligent, reciprocal, Christian, patriotic citizenship with its privileges and blessings—cost what it may. It is better than riot and revolution.

THE Illinois Wesleyan University, Bloomington, Ill., has had before the public for nearly fifteen years, a department of Non-residents, matriculants in which follow prescribed courses of study, upon which examinations are set, and receive proper degrees on completion of their work. The Department is modeled after the operations of the London University, and like it offers opportunity for doing systematic study to professional and other people who are debarred from residence at the seat of a University. Particulars regarding matriculation may be obtained by addressing Prof. Charles M. Moss, enclosing stamp.

THIS ignorance, inspired by hate, unless we enlighten and control it, will, before we are aware, furnish exhibitions of human depravity and ferocity such as has never been equalled on the Continent. We cannot afford to remain idle and indifferent, while the balance of power is held by men too ignorant to read the ballot they deposit.

Federal aid to Education will help to solve this problem of ignorance and labor. Intelligence conserves and builds up and pays all the time. Ignorance is hate and darkness and limitation and danger and costs all the time.

THE *New York World*, in a single issue, publishes three times as much matter as *Harper's Magazine*. The *New York World* sells for three cents; *Harper's Magazine* for 35 cts.

We furnish it—fifty-two copies of it—with the AMERICAN JOURNAL OF EDUCATION—for \$1.50, and send with it by express an elegantly bound History of the United States! You are at liberty to mention or to read these facts to your friends also. We print them for this purpose. If you were to tell ordinary people this, they would not believe you—they would say so much for so little cannot be given. It can be—it will be.

Read the statement over again yourself and then read it to your friends. The AMERICAN JOURNAL OF EDUCATION sent one year for \$1.00 and the Weekly *New York World*, fifty-two copies, and a History of the United States, both for 50 cents—all three for \$1.50.

Send by money order, or registered letter. Address AMERICAN JOURNAL OF EDUCATION, St. Louis, Mo.

THIS dark and troubled sea of ignorance and passion, rolling around us, calls trumpet-tongued to the wise and patriotic teachers of the land to take hold and enlighten the masses. Everything which kindles feeling, awakens thought, or stimulates to action, inspires us to-day to do our best and to get the best and to give the best, so that the conservative power of an enlightened conscience and an illuminated intelligence may save what it has cost so much to produce.

TEACHERS need to cultivate more in themselves and in their pupils the genius and practice of business foresight into the future, fertility of expedients, energy of will and manners. This, it should be understood early, is but a practical preparation for the larger life beyond it. This view links every lesson and every example and every added power to the real life in the world outside and beyond the school-room.

In other words, do not let the school-room be so much the boundary of your own life and the life of the pupil.

EVERY teacher in the United States ought to double and multiply themselves and their influence in every possible way, by writing, by speaking, by Petitions for Federal Aid to Education. Set the heart and the head and the hands at work. Set their friends and their neighbors and their employers and their pupils at work, to secure the fruits of action of the United States Senate passing the Blair Bill. Let the House of Representatives be flooded with Petitions from everybody, from everywhere, to act, and to act now before the 1st of March, 1887. Give us \$77,000,000 for educational purposes.

THE Agricultural College up at Columbia, Mo., with its new building and equipments, and its appropriation by the last Legislature of nearly \$200,000 of money, is demonstrating the truth through its President of the old adage, that "you cannot make a silk purse," etc.

LET us be active, earnest, aggressive, in every right way, let who will dissipate in inactive stupidity and frivolity. The earnest, courageous person, struggling against misfortune and adverse circumstances, gains the strength not only to conquer present difficulties, but to overcome all obstacles to success, and win and hold both position and power.

THERE should not be an individual in this Republic of ours, man or woman, white or black, native or foreign, but what should be either representing or represented.

This is the genius and policy of our government. How can this state of things exist, unless all are able to read, and so able to know, what is wanted and what is best, and all to gether work for this?

With six millions unable to read and write, and with two millions of voters unable to read the ballot they deposit—how can this be done?

ILLITERACY is on the increase, not only among the people, but among the voters! Let us have the \$77,000,000 for education now.

LET the politicians remember that the people coincide with Gulliver. He gave it as his opinion, that whoever could make two ears of corn or two blades of grass to grow upon a spot of ground where only one grew before, would deserve better of mankind and do more essential service to his country than the whole race of politicians put together.

The *New York Tribune* takes occasion to state editorially that the "University of Kansas is growing in strength and efficiency every year." We live in the hope that the University of Missouri may eventually obtain the recognition of the outside world.—*Kansas City Times*.

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EVERY man is a debtor to his profession, from the which, as men do of course seek to receive countenance and profit, so ought they of duty to endeavor themselves by way of amends to be a help thereunto.—*Lord Bacon*.

PERRY & Co.'s STEEL PENS FOR Schools.

Iverson, Blakeman, Taylor & Co., Sole Agents, 753 and 755 Broadway, N. Y.

To carry this measure of Federal Aid to Education *this session*, we must go forward, united, strong in numbers, bold, all-powerful, to show the House of Representatives the duty of *immediate* action on this matter. Pour in the Petitions to members of the House of Representatives.

NATIONAL AID.

WE most cordially and strongly endorse the following—except the “infinite contempt” business—from Prof. W. F. Moncriff, written for the *Southwestern Journal of Education*.

We should like to have *all* the teachers in the land go in for this measure on the high plane of “that kingdom which is to come,” and in which we firmly believe; but if there are any teachers who take a lower view of the matter than this, and there should be a dim, faint, lingering idea, that there might come a pecuniary benefit even to these Cæsars, we should not feel disposed to “go behind the return” to look for motives. We think the petitions would be accepted.

There are about 6000 teachers in Tennessee, and the average pay is \$24.65 per month for three months.

We hope each one of the 6,000 teachers will send to the *AMERICAN JOURNAL OF EDUCATION*, St. Louis, for Petitions for Federal Aid, and will secure at least ten names to each Petition and send them into Congress early.

Prof. Moncriff says:

“We have noticed remarks from teachers in the columns of the *Journal* which might lead one to infer that the writer intended to say that the teachers should support the Blair Bill simply because it offers valuable assistance to the pecuniary department of their profession. Now we trust no such impression was intended. For we have an infinite contempt for any teacher who proposes to support this measure upon such a basis.

If he cannot rise above this, he should not be recognized in the profession. We believe that every true teacher should and will support this Bill because its adoption would assist him in leading the youthful minds of America from darkness into light.

We believe that every good man in the land should support this measure because it offers a most excellent opportunity for the liquidation of that national debt of intelligence—virtue and morality—which we all owe, not only to our own great Republic, but to that kingdom which is to come, and of which this transitory existence is but the preparatory department. Then let every teacher stand firmly and work earnestly for this cause.”

We reveal ourselves as much in what we do not do, as in what we do—so the prayer for forgiveness for sins of omission, is quite as proper as the prayer for forgiveness for sins of commission.

LET us now put our several wills as individuals into one giant will, and demand action and justice at the hands and votes of the members of the House Representatives, or let us give them to understand that there will be more and greater changes in that body at the next election than the one just passed.

This more than *Four Hundred Millions of Money* in the United States Treasury belongs to the people. They ask for \$77,000,000 with which to enable them to better educate their children. They are in earnest in this demand. They are determined too! Let the House of Representatives pass the Blair Bill appropriating \$77,000,000 of this surplus at *this session* before March 1st, 1887.

Do the teachers, themselves, realize at all the value, direct and indirect, of this vast sum of money?

\$77,000,000 for the cause of education. How it would help and stimulate and inspire; how wide-spread and far-reaching its influence—giving to every child the *key* by which he may enter in and know the secret and power of all mental and spiritual attainments, hear voices inviting and see hands helping him to man's loftiest destiny in this world. It is what we don't know that limits and hinders and hurts and damns us.

WHAT is your place or position worth as a teacher, if you cannot unite with us boldly in this effort to endorse the action of the United States Senate in voting for Federal Aid by a majority of more than *three to one*?

That action shows this great measure to be non-partisan and non-sectional, worthy of imitation by all patriots and all Christians. Circulate the petitions. Secure the \$77,000,000 now at this session of Congress, before March 1st, 1887, and if you lose your position there will be others both more honorable and lucrative. Send in the Petitions.

Sample Copy Free!

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No. 150 NASSAU ST., NEW YORK.

THE MUSICAL TELEGRAPH.

BY PROF. J. B. NYE.

IN order to become a ready, practical, and soul-inspiring musical performer, either vocal or instrumental, there must be a telegraph from the mind—to the vocal organs, in the former, and to the hands, in the latter. The mind must positively first know what the vocal organs or the hands are to do, before either can perform successfully. And this knowledge must be telegraphed, or dispatched, from the mind to the performer's, be they the vocal organs or the hands. To have a ready and sufficient supply of this knowledge stored in the mind, we must first acquaint ourselves with the analysis and synthesis of Musical Science, so that we can take apart and also combine the different elements of which this Science consists.

Then, and only then, are we ready to set the musical telegraph in operation and perform a composition consistent with the inspiration of its author.

This would most assuredly eradicate the erroneous, mind-dwarfing, “poll-parrot performance,” which is not at all consistent with an intelligent and enlightened public.

I trust the day is not far distant when this practice of *imitation* in music will yield to original mental power. The rudiments of vocal and instrumental music should be taught together, as they go hand in hand; and a knowledge of the number of vibrations of each tone, and the number of inversions, and the different positions of the various chords, will make the vocalist feel more at home, aside of the organist or pianist. Oh! Lovers of Music, see thou the beautiful achievements of theory, flash to perfect practice, by the Musical Telegraph!

Swatara Station, Pa., Dec. 20, 1886.

THE measure of a master is his success in bringing all men round to his opinion twenty years later.

WHERE love, goodness and aspiration go—there goes health, progress, poetry and success.

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20-1-17 Mention this Journal.

WILL not each one of our 400,000 teachers send for and secure at least TEN names to the Petition for Federal Aid to Education, and send it on to Washington without delay, so as to secure action by this Congress on this all-important measure. We hope so. Pour in the Petitions.

Let not the demagogues in the House of Representatives who are hoarding over *Four Hundred Millions* of the people's money, flatter themselves that, because by a trick they refuse to pay, they cease to owe \$77,000,000 for educational purposes. The day of reckoning has already reached a number of them. It will reach more!

The Senate bill, appropriating \$77,000,000, would have passed the last term, but for the wicked and unrighteous purposes of a few designing demagogues.

Let the four hundred thousand teachers and the other millions interested watch the action of these demagogues.

Please Mention THE AMERICAN JOURNAL OF EDUCATION When you write to our Advertisers.

PETITION FOR NATIONAL AID FOR EDUCATION.

TO THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA:

The undersigned, Citizens of..... believe that the prosperity, happiness and perpetuity of the Republic and of free institutions, both State and National, depend upon the intelligence and virtue of the people: that ignorance among the masses of the people now exists to such a degree as to threaten the destruction of these institutions unless its progress can be arrested by the general establishment and liberal support of a system of Public Schools, which shall make the privileges of Education in the common branches of knowledge free to all the children of the whole country, without reference to race, color, or previous condition in life: that such a system of schools should be in part temporarily aided at least, by contributions from the overflowing Treasury of the United States.

We believe this Aid is necessary—we believe it is just—and we believe, with the FORTY-FOUR SENATORS, the CHIEF JUSTICE of the Supreme Court, and the ATTORNEY GENERAL of the UNITED STATES, that such Aid is CONSTITUTIONAL, and is embraced in the following Preamble—

"We the people of the United States, in order to form a more perfect Union, establish Justice, insure Tranquillity, provide for the Common Defence, promote the General Welfare, and secure the blessings of LIBERTY to ourselves and our POSTERITY, do ordain and establish this CONSTITUTION for the United States of America."

We, therefore, earnestly pray for the enactment of a law embracing in substance the provisions of the Bill passed twice by the Senate of the United States, and endorsed by Forty-Four Senators, known as the "Blair Bill," making appropriations, to be expended upon the basis of illiteracy, in the several States and Territories of the whole country.

NAMES.

P. O. ADDRESS.

Please clip this out and paste it on to a sheet which will hold 50 names. Secure them and send them to your Representative in Congress.

A BILL

To Aid in the Establishment and Temporary Support of Common Schools.

Passed in the Senate of the United States (49th Congress) May 13th, 1886.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for eight fiscal years next after the passage of this act there shall be annually appropriated from the money in the Treasury the following sums, to wit: The first year the sum of seven million dollars, the second year the sum of ten million dollars, the third year the sum of fifteen million dollars, the fourth year the sum of thirteen million dollars; the fifth year the sum of eleven million dollars, the sixth year the sum of nine million dollars, the seventh year the sum of seven million dollars, the eighth year the sum of five million dollars; which several sums shall be expended to secure the benefits of the school age mentioned hereafter living in the United States: Provided, That no money shall be paid to a State, or any officer thereof, until the legislature of the State shall, by bill or resolution, accept the provisions of this act; and such acceptance shall be filed with the Secretary of the Interior. And if any State, by its legislature, shall decline or relinquish its share or proportion under this act, or any portion thereof, the amount or distribution among the other States and the Territories as herein provided. And any State or Territory which shall accept the provisions of this act, at the first session of its legislature after its passage, shall, upon complying with the other provisions of this act, be entitled at once to its pro rata share of all previous annual appropriations.

Sec. 2. That such money shall annually be divided among and paid out in the several States and Territories, and in the District of Columbia, in that proportion which the whole number of persons in each who, being of the age of ten years and over, cannot write, bears to the whole number of such persons in the United States; such computation shall be made according to the census of eighteen hundred and eighty until the illiteracy returns of the census of eighteen hundred and ninety shall be received, and then upon the basis of that census. And in each State and Territory, and in the District of Columbia, in which there shall be separate schools for white and colored children, the money received in such State or Territory, and in the District of Columbia, shall be apportioned and paid out for the support of such white and colored schools, respectively, in the proportion that the white and colored children between the ages of ten years and twenty-one years, both inclusive, in such State or Territory, and in the District of Columbia, bear to each other, as shown by the said census. The foregoing provision shall not affect the application of the proper proportion of said money to the support of all common schools wherein white and colored children are taught together.

Sec. 3. That the district of Alaska shall be considered a Territory within the meaning of this act; but no acceptance of the provisions of this act, report of the governor of the district, or expenditure by the district for school purposes shall be required; and the money apportioned to said district shall be expended annually, under the direction of the Secretary of the Interior, in the manner provided for the expenditure of other appropriations for educational purposes in said district; and for the purpose of ascertaining the amount to be apportioned to said district the Secretary of the Interior shall ascertain, in such manner as shall be deemed by him best, the number of illiterates therein.

Sec. 4. That no State or Territory shall receive any money under this act until the governor thereof shall file with the Secretary of the Interior a statement, certified by him, showing the common-school system in force in such State or Territory; the amount of money expended therein during the last preceding school year in the support of common

schools, not including expenditures for the rent, repair, or erection of school-houses; whether any discrimination is made in the raising or distributing of the common-school revenues or in the common-school facilities afforded between the white and colored children therein, and, so far as is practicable, the sources from which such revenues were derived; the manner in which the same were apportioned to the use of the common schools; the number of white and colored children in each county or parish and city between the ages of ten and twenty-one years, both inclusive, as given by the census of eighteen hundred and eighty, and the number of children, white and colored, of such school age attending school; the number of schools in operation in each county or parish and city, white and colored; the school term for each class; the number of teachers employed, white and colored, male and female, and the average compensation paid such teachers; the average attendance in each class; and the length of the school term. No money shall be paid out under this act to any State or Territory that shall not have provided by law a system of free common schools for all of its children of school age, without distinction of race or color, either in the raising or distributing of school revenues or in the school facilities afforded: Provided, that separate schools for white and colored children shall not be considered a violation of this condition. The Secretary of the Interior shall certify to the Secretary of the Treasury the States and Territories which he finds to be entitled to share in the benefits of this act, and also the amount due to each.

Sec. 5. That the amount so apportioned to each State and Territory shall be drawn from the Treasury, upon the monthly estimates and requisitions of the Secretary of the Interior as the same may be needed, and shall be paid over to such officers as shall be authorized by the laws of the respective States and Territories to receive the same. And that the Secretary of the Interior is charged with the proper administration of this law, through the Commissioner of Education; and they are authorized and directed, under the approval of the President, to make all needful rules and regulations, not inconsistent with its provisions, to carry this law into effect.

Sec. 6. That the instruction in the common schools wherein these moneys shall be expended shall include the art of reading, writing, and speaking the English language, arithmetic, geography, history of the United States, and such other branches of useful knowledge as may be taught under local laws; and copies of all school-books authorized by the school boards or other authorities of the respective States and Territories, and used in the schools of the same, shall be filed with the Secretary of the Interior.

Sec. 7. That the money appropriated and apportioned under the provisions of this act to the use of any Territory shall be applied to the use of common and industrial schools therein, under the direction of the legislature thereof.

Sec. 8. That the design of this act not being to establish an independent system of schools but rather to aid for the time being in the development and maintenance of the school system established by local government, and which must eventually be wholly maintained by the States and Territories wherein they exist, it is hereby provided that no greater part of the money appropriated under this act shall be paid out to any State and Territory in any one year than the sum expended out of its own revenues or out of moneys raised under its authority in the pre-

ceding year for the maintenance of common schools, not including the sums expended in the erection of school-buildings.

Sec. 9. That a part of the money apportioned to each State or Territory, not exceeding one-tenth thereof, may in the discretion of its Legislature, yearly be applied to the education of teachers for the common schools therein, which sum may be expended in maintaining institutes or temporary training schools, or in extending opportunities for normal or other instruction to competent and suitable persons, of any color, who are without necessary means to qualify themselves for teaching, and who shall agree in writing to devote themselves exclusively, for at least one year after leaving such training-schools, to teaching in the common schools, for such compensation as may be paid other teachers therein.

Sec. 10. That no part of the fund allotted to any State or Territory under the first section of this act shall be used for the erection of school houses or school-buildings of any description, nor for rent of the same.

Sec. 11. That the moneys distributed under the provisions of this act shall be used only for common schools, not sectarian in character, in the school-districts of the several States, and only for common or industrial schools in Territories, in such way as to provide, as near as may be, for the equalization of school privileges to all the children of the school age prescribed by the law of the State or Territory wherein the expenditure shall be made, thereby giving to each child, without distinction of race or color, an equal opportunity for education. The term "school-district" shall include all cities, towns, parishes, and other territorial subdivisions for school purposes, and all corporations clothed by law with the power of maintaining common schools.

Sec. 12. That no second or subsequent allotment shall be made under this act to any State or Territory unless the governor of such State or Territory shall first file with the Secretary of the Interior a statement, certified by him, giving a detailed account of the payments or disbursements made of the school fund apportioned to his State or Territory and received by the State or Territorial treasurer or officer under this act, and of the balance in the hands of such treasurer or officer withheld, unclaimed, or for any cause unpaid or unexpended, and also the amount expended in such State or Territory as required by section nine of this act, and also a statement of the number of school-districts in such State or Territory, and whether any portion of such State or Territory has not been divided into school-districts or other territorial subdivisions for school purposes, and if so what portion, and the reasons why the same has not been so subdivided; the number of children of school age in each district, and the relative number of white and colored children in each district, and of the number of public, common and industrial schools in each district; the number of teachers employed; the rate of wages paid; the total number of children in the State or Territory and the total number taught during the year and in what branches instructed; the average daily attendance and the relative number of white and colored children; and the number of months in each year schools have been maintained in each school-district. And if any State or Territory shall misapply or allow to be misapplied, or in any manner appropriated or used other than for the purposes and in the manner herein required, the funds, or any part thereof, received under the provisions of this act, or shall fail to comply with the conditions herein prescribed, or to report as herein provided, through its proper officers, the disposition thereof, and the other matters herein prescribed to be so reported, such State or Territory shall forfeit its right to any subsequent apportionment by virtue hereof until the full amount so misapplied lost or misappropriated, shall have been replaced by such State or Territory and applied as herein required,

and until such report shall have been made: Provided, That if the public schools in any State admit pupils not within the ages herein specified, it shall not be deemed a failure to comply with the conditions herein. If it shall appear to the Secretary of the Interior that the funds received under this act for the preceding year by the State or Territory have been faithfully applied to the purposes contemplated by this act, and that the conditions thereof have been observed, then and not otherwise the Secretary of the Interior shall distribute the next year's appropriation as is hereinbefore provided. And it shall be the duty of the Secretary of the Interior to promptly investigate all complaints lodged with him of any misappropriation by or in any State or Territory of any moneys received by such State or Territory under the provisions of this act, or of any discrimination in the use of such moneys; and the said complaints, and all communications received concerning the same, and the evidence taken upon such investigations, shall be preserved by the Secretary of the Interior, and shall be open to public inspection and annually reported to Congress.

Sec. 13. That on or before the first day of September of each year the Secretary of the Interior shall report to the President of the United States whether any State or Territory has forfeited its right to receive its apportionment under this act, and how forfeited, and whether he has withheld such allotment on account of such forfeiture.

Sec. 14. That no State or Territory that does not distribute the moneys raised for common school purposes equally for the education of all the children, without distinction of race or color, shall be entitled to any of the benefits of this act.

Sec. 15. That the apportionment of the money that shall be appropriated in pursuance of this act for the purposes of education in the Territories shall be upon the basis of the illiteracy therein, as provided in section two of this act; but in determining the number of illiterates therein the Secretary of the Interior is authorized to receive and consider, in addition to the census returns of eighteen hundred and eighty, any evidence that may be submitted to him showing the number of illiterates in any such Territories, and shall determine therefrom, before the first distribution is made, the amount to which such Territory is entitled.

Sec. 16. That there shall be appropriated and set apart, in addition to the sum of seven millions of the first appropriation, the sum of two million dollars, which shall be allotted to the several States and Territories on the same basis as the moneys appropriated in the first section, which shall be known as the common-school-house fund, to be paid out to each State and Territory at the end of the year on proof of the expenditure made during such year, which shall be expended for the erection and construction of school-houses for the use and occupation of the pupils attending the common schools in the sparsely populated districts thereof, where the local community shall be comparatively unable to bear the burden of taxation. Such school houses shall be built in accordance with plans to be furnished free on application to the Bureau of Education in Washington; Provided, however, that not more than one hundred and fifty dollars shall be paid from said fund toward the cost of any single school-house, nor more than one-half the cost thereof in any case; and the States and Territories shall annually make full report of all expenditures from the school-house fund to the Secretary of the Interior, as in case of other moneys received under the provisions of this act.

Sec. 17. The District of Columbia shall be entitled to all the benefits and subject to all the regulations of this act, so far as applicable under its form of government.

Sec. 18. The power to alter, amend, or repeal this act is hereby reserved.

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ELY'S CREAM BALM
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ROSE-COLD HEAD
HAY-FEVER
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 10-6-9t Mention this Journal

Do not dream, but think and act.
 Good actions are contagious. Let en-
 thusiasm and hope inspire us to act
 now. Who can measure the ever-
 lasting, ever-increasing waves of en-
 lightenment—the increments of pow-
 er which are destined to flow from
 the use of seventy-seven millions of
 money devoted to public education.

Let us secure it now, during this
 session of Congress. Action must be
 taken before March 1st, 1887, remem-
 ber, if we get the benefit of the action
 of the United States Senators on the
 bill. Four in the Petitions. Rouse
 the House of Representatives to duty
 and to action.

NORTH CAROLINA.

PROF. N. B. HENRY, of the school
 of Normal Instruction of the Uni-
 versity of North Carolina, proposes at
 the opening of the next term of the
 University, Jan. 5th, 1887, to give the
 following SPECIAL COURSE to those
 teachers who desire to avail them-
 selves of the classes in Pedagogics but
 do not care to pursue studies in any
 of the regular courses:

1. Methods of Teaching the Com-
 mon School Branches. The lectures
 will be illustrated by actual class
 work affording a good view.
2. The Art of School Management,
 including course of study, school regu-
 lations, daily programme, school hy-
 giene, qualifications of the teacher,
 etc.
3. Methods of Culture, or a short

course in Psychology, with special
 reference to teaching.

4. History of Education and Educa-
 tors. Emphasis will be placed upon
 modern education.

5. Elocution, including the Methods
 of Teaching it. One lecture a week,
 illustrated with class drills.

6. The class will meet on Monday
 evening of each week for the discus-
 sion of special subjects requiring origi-
 nal investigation.

The course affords sixteen hours per
 week of class work. It will require
 from twenty-five to thirty hours of
 preparation. Should a student find
 that it does not occupy all of his time;
 the twenty-five thousand volumes in
 the University Library will afford him
 a rare opportunity to pursue a select
 course of reading.

The term will continue five months.
 The entire cost for board, books,
 washing, tuition, stationary, etc.,
 need not exceed seventy-five dollars,
 and may be even less than this.

It will be well for all teachers in the
 States to address Prof. Nelson B.
 Henry, Chapel Hill, N. C., on this
 matter.

PROHIBITION does prohibit. It is
 said that the town of Salem, N. C.,
 has permitted no liquor to enter its
 limits for one hundred years.

HORSFORD'S ACID PHOSPHATE
 Is useful in Dyspepsia. It gives the
 stomach tone and imparts vigor to
 the whole system.

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 regeneration of sacred and social
 music throughout the length and
 breadth of the land. To make all
 people sing, and to make them sing
 in a pure, worshipful and happy spir-
 it."

We can all take hold and help on
 this good work.

A New Wonder
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THE Woman's Journal, Boston, is
 altogether so helpful and pure and
 strong, in building up a public senti-
 ment to permanently and directly
 help woman in all spheres of life, that
 we should think the more than 150,-
 000 lady teachers in the United States
 would take it and read it and circu-
 late it among the people.

CATARRH.

A clergyman, after years of suffer-
 ing from that loathsome disease,
 Catarrh, and vainly trying every
 known remedy, at last found a pre-
 scription which completely cured and
 saved him from death. Any sufferer
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 York, will receive the recipe free of
 charge.

10-12-11t

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 Dinner Set, or Beautiful Parlor Hanging Lamp, or Watch. No house can give the same
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BEAUTY OF Face and Form secured to every lady
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 moving Skin Blemishes, Flesh Worms, (Black-Heads), Wrinkles,
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 Testimonials, Circulars, etc., by Return Mail. Mention
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 Also for many other diseases. Complete restora-
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A 50 CENT PROPELLING PENCIL ONLY 10 CENTS.
 Our new **PROPELLING PENCIL** for the pocket is the best thing of the kind in the field to-day, and, although it is fully equal to 50-cent pencils in action, finish, and appearance, it retails for 10 cents and allows a handsome margin to the agent. One boy sold one gross in two hours and cleared \$8.40 profit! Everybody will buy it—the young and old, rich or poor—as nine out of ten people have use for a lead pencil. Our Propelling Pencil needs no sharpening, and one lead will last for a month. There isn't a house, store, workshop or factory but what you can sell from a dozen to a gross. It is finished in imitation field Plate, and sells like fun.

RENNIE & ALLSON MFG CO.,
721 Filbert Street, Philadelphia, Pa.
10-12-11t

"HAPPY ACCIDENTS."

HON. ABRAM S. HEWITT, present member of Congress, but Mayor-elect of New York City, in answering Mr. Henry George's charge that his wealth and position was the result of a "happy accident," said:

"I have never paraded my personal history before the people of this city. I hesitate to say anything about it to-night; but, under all the circumstances, I have concluded that perhaps some good may be done to some struggling young man if some of these 'happy accidents' were recorded.

The first of these "happy accidents" was one which I couldn't help—my birth. If Henry George had then discovered his wonderful safe-guard of humanity that "accident" might not have happened. But he was not on hand, and so I was born of a mother who was a farmer's daughter, and a father who was a mechanic. They were of good, steady, honest stock—and I wasn't brought up on the bottle. You see I show some signs of my early nurture even yet.

The next "happy accident," was that they were not rich, but poor, honest people, who earned their daily bread and brought up their children to reverence God and give an equivalent for what they received.

My education—the next "happy accident"—was in the public schools of the city of New York. There I learned to meet my equals and to measure my capacities with those who began life with equal advantages—an honest man in a sound body. The next "accident" was that Columbia College gave two scholarships free to the competition of the boys in the public schools. There were 20,000 of us went up for those two scholarships. One of them was given me. I was admitted to the college, and I was obliged to support myself from the day I entered to the day I graduated by teaching those whom I could find who would take me. Not one dollar of burden did my education impose upon my parents, who, anxious as they might be to give me an education, were too poor to do so. And perhaps it was by another "happy accident" that I passed through college at the head of my class. It was certainly through another "accident" that about this time I became nearly blind.

I was compelled to pass a year in Europe, during which I lived upon the little money I had saved by my teaching. Another accident was that the ship in which I was went to the bottom and I was saved in one of the small boats in company with a man who has been my friend and brother, and will be to the end of my life.

I landed in New York in midwinter in a borrowed suit of sailor's clothing, and I had three silver dollars in my pocket, my entire worldly wealth. I was then twenty-two years old and that "accident" was the turning point of my life.

It taught me for the first time in my life that I could stand in the face of death without fear and without flinching. It taught me another thing—that my life, which had been miraculously rescued, belonged not to me, and from that hour I gave it to the work which from that time has been in my thoughts—the welfare of my fellow citizens.

For thirty years I have never turned aside from that task. The task which I had set for myself was to contribute as far as I could to the employment of men, so that they could help themselves and not be made the subjects of public charity. *Self-help* is the remedy for all evils of which men complain."

[That is a good reading lesson for every boy and girl in the United States.—Eds.]

We hope the Legislature of Missouri will make liberal appropriations to the State University at Columbia. The "bought continuance" of President Laws is one of those disreputable, disgraceful results that must be endured—possibly—but his imbecility ought not to be allowed to cripple the Institution financially. He is a disgrace to the State as far as he is known inside and outside.

OUR AIDS

To School Discipline

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REMEMBER that it was Senator Voorhees in his grand speech for Federal Aid to Education, who said:

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A Common Cold

Is often the beginning of serious affections of the Throat, Bronchial Tubes, and Lungs. Therefore, the importance of early and effective treatment cannot be overestimated. Ayer's Cherry Pectoral may always be relied upon for the speedy cure of a Cold or Cough.

Last January I was attacked with a severe Cold, which, by neglect and frequent exposures, became worse, finally settling on my lungs. A terrible cough soon followed, accompanied by pains in the chest, from which I suffered intensely. After trying various remedies, without obtaining relief, I commenced taking Ayer's Cherry Pectoral, and was

Speedily Cured.

I am satisfied that this remedy saved my life.—Jno. Webster, Pawtucket, R. I.

I contracted a severe cold, which suddenly developed into Pneumonia, presenting dangerous and obstinate symptoms. My physician at once ordered the use of Ayer's Cherry Pectoral. His instructions were followed, and the result was a rapid and permanent cure.—H. E. Simpson, Rogers Prairie, Texas.

Two years ago I suffered from a severe Cold which settled on my Lungs. I consulted various physicians, and took the medicines they prescribed, but received only temporary relief. A friend induced me to try Ayer's Cherry Pectoral. After taking two bottles of this medicine I was cured. Since then I have given the Pectoral to my children, and consider it

The Best Remedy

for Colds, Coughs, and all Throat and Lung diseases, ever used in my family.—Robert Vanderpool, Meadville, Pa.

Some time ago I took a slight Cold, which, being neglected, grew worse, and settled on my lungs. I had a hacking cough, and was very weak. Those who knew me best considered my life to be in great danger. I continued to suffer until I commenced using Ayer's Cherry Pectoral. Less than one bottle of this valuable medicine cured me, and I feel that I owe the preservation of my life to its curative powers.—Mrs. Ann Lockwood, Akron, New York.

Ayer's Cherry Pectoral is considered, here, the one great remedy for all diseases of the throat and lungs, and is more in demand than any other medicine of its class.—J. F. Roberts, Magnolia, Ark.

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REGULATE THE BOWELS.

Habitual Costiveness

Causes derangement of the entire system, and begets diseases that are hazardous to life. Persons of a positive habit are subject to Headache, Defective Memory, Gloomy Forebodings, Nervousness, Fevers, Dropsies, Irritable Temper and other symptoms, which unite the sufferer for business or agreeable associations. Regular habit of body alone can correct these evils, and nothing succeeds so well in achieving this condition as Tutt's Pills. By their use not only is the system renovated, but in consequence of the harmonious changes thus created, there pervades a feeling of satisfaction; the mental faculties perform their functions with vivacity, and there is an exhilaration of mind, freedom of thought, and perfect heart's ease that bespeaks the full enjoyment of health.

SECRET OF BEAUTY

Is health. The secret of health is the power to digest a proper quantity of food. This can never be done when the liver does not act its part. It is the driving wheel in the mechanism of man, and when it is out of order, the whole system becomes deranged, and Fever, Dyspepsia, Sick Headache, Constipation, Jaundice, Bilious Colic and General Debility ensue. To restore the functions of the Liver and impart that beauty which always attends a healthy constitution, Dr. Tutt's Liver Pills are recommended. They are not a cure-all, but are designed solely for the disordered Liver and the diseases which it produces.

Tutt's Liver Pills

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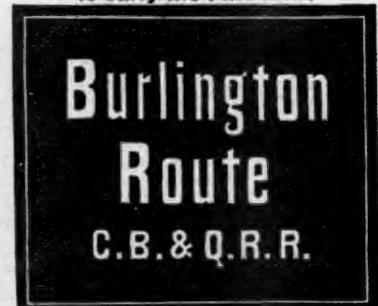
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RECENT LITERATURE.

ILLUSIONS OF THE SENSES; and other Essays. By Richard A. Proctor. Price 15 cents by mail. J. Fitzgerald, Publisher, 108 Chambers St., New York.

Here is a collection of essays by that most original and most versatile of the popular expositors of science. The essays upon psychological subjects—the problems of mind—are especially interesting and valuable; but those upon other subjects are hardly inferior in interest.

The Johns Hopkins University Publication Agency will publish early next year the second extra volume of their *Studies*. It will be a "History of the Government of Philadelphia," based upon the Acts of Assembly, the City Ordinances, the State Reports, and many other authorities, by Edward P. Allinson and Boies Penrose.

GINN & Co., will publish about Jan. 1, 1887, a "Dante Handbook," by Giovanni A. Scartazzini, translated from the Italian, with notes and additions by Thomas Davidson.

The work is divided into two parts—the first treating of Dante's Life; the second of his Works. In neither is there omitted any really important fact. To every section is appended a valuable bibliography, and these bibliographies, taken together, form an excellent catalogue of a Dante library.

PROF. W. G. SUMNER has made a careful study of the question of "What Makes the Rich Richer and the Poor Poorer?" and will communicate the answer to it which he has reached, through the January number of *The Popular Science Monthly*. His paper on this subject will be the first article in that issue.

THE *Kansas City Times* of Dec. 21st, asks:

"What prompted the President and Curators of the Institution at Columbia to adopt the name of the 'Missouri Agricultural College and State University?' Was that not calculated to confirm in the minds of the youths of Missouri, the precedence of the pumpkin over the literature of Plato and Terence, and the superiority of the potato to a course in mental philosophy or higher mathematics?"

THERE are thousands—nay tens of thousands of teachers in the United States who, seizing with the intuition of genius the present favorable condition of things for Federal Aid, are working for it, talking for it, petitioning for it—and if all would unite in this great work now, we could mold the House of Representatives into immediate and favorable action in its behalf. Let us take hold and secure the \$77,000,000 this session, before March 1st, 1887. Pour in the Petitions at once.

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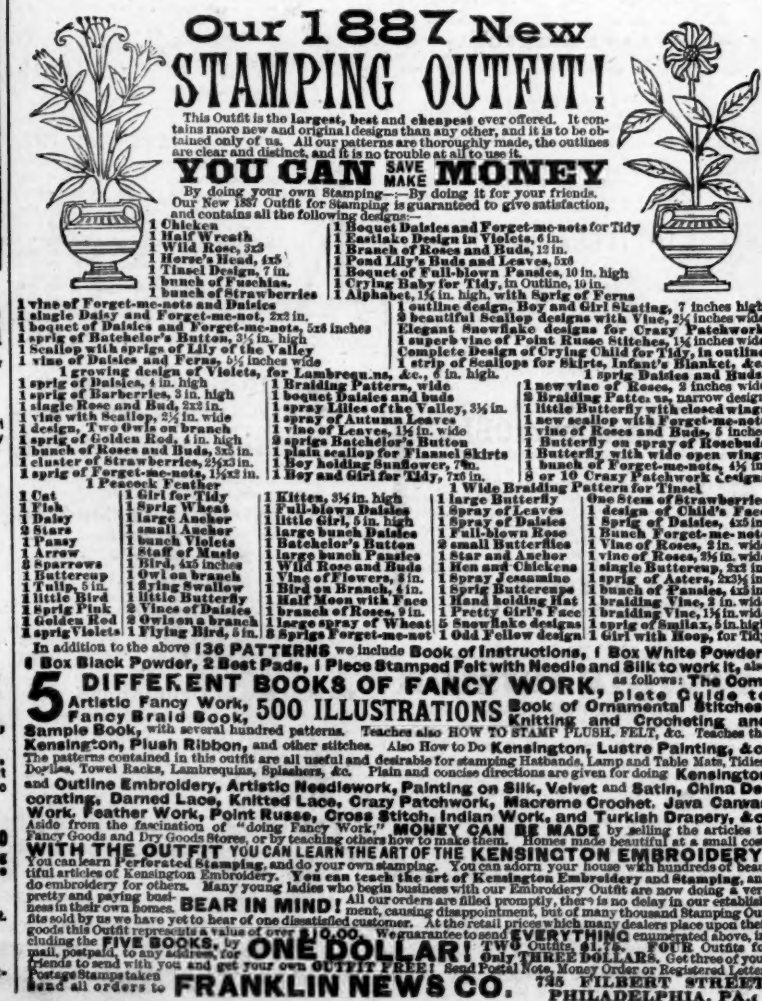
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1 Half Veget	1 Basket Design in Violets, 6 in. high	1 Design of Child's Face
1 Wild Rose, 3 1/2 in.	1 Branch of Roses and Buds, 12 in.	1 Sprig of Daisies, 4 1/2 in.
1 Horse's Head, 4 1/2 in.	1 Pond Lily's Buds and Leaves, 5 1/2 in.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Basket Design, 7 in.	1 Boquet of Full-blown Pansies, 10 in. high	1 Sprig of Forget-me-nots, 4 1/2 in.
1 bunch of Fuschias	1 Crying Baby for Tidy, in Outline, 19 in.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 bunch of Strawberries	1 Alphabet, 15 in. high, with Sprig of Ferns	1 Sprig of Forget-me-nots, 4 1/2 in.
1 vine of Forget-me-nots and Daisies	1 outline design, Boy and Girl Skating, 7 inches high	1 Sprig of Forget-me-nots, 4 1/2 in.
1 single Daisy and Forget-me-not, 2 1/2 in.	1 beautiful Scallop design with Vine, 2 1/2 inches wide	1 Sprig of Forget-me-nots, 4 1/2 in.
1 boquet of Daisies and Forget-me-nots, 5 1/2 inches	1 elegant Snowflake design for Crazy Patchwork	1 Sprig of Forget-me-nots, 4 1/2 in.
1 sprig of Bachelor's Button, 3 1/2 in. high	1 super vine of Point Rose Stitches, 1 1/2 inches wide	1 Sprig of Forget-me-nots, 4 1/2 in.
1 scallop with sprig of Lily of the Valley	1 Complete Design of Crying Child for Tidy, in outline	1 Sprig of Forget-me-nots, 4 1/2 in.
1 vine of Daisies and Ferns, 5 1/2 inches wide	1 strip of Scallop for Skirts, Infant's Blanket, &c.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 growing design of Violets, for Lambrequins, &c., 6 in. high		1 Sprig of Forget-me-nots, 4 1/2 in.
1 sprig of Daisies, 4 in. high	1 Braiding Pattern, wide	1 Sprig of Forget-me-nots, 4 1/2 in.
1 sprig of Barberries, 3 in. high	1 Boquet of Daisies and Forget-me-nots, 5 1/2 inches	1 Sprig of Forget-me-nots, 4 1/2 in.
1 single Rose and Bud, 2 1/2 in.	1 spray of Lilacs of the Valley, 3 1/2 in.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 vine with Scallop, 2 1/2 in. wide	1 spray of Autumn Leaves	1 Sprig of Forget-me-nots, 4 1/2 in.
1 design, 7 1/2 in. wide on branch	1 vine of Leaves, 1 1/2 in. wide	1 Sprig of Forget-me-nots, 4 1/2 in.
1 sprig of Golden Rod, 4 in. high	1 sprig of Bachelor's Button	1 Sprig of Forget-me-nots, 4 1/2 in.
1 bunch of Roses and Buds, 3 1/2 in.	1 plain scallop for Flannel Skirts	1 Sprig of Forget-me-nots, 4 1/2 in.
1 cluster of Strawberries, 2 1/2 in.	1 Boy holding Sundowner, 7 in.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 sprig of Forget-me-nots, 1 1/2 in.	1 Boy and Girl for Tidy, 1 1/2 in.	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Peacock Feather	1 Wide Braid Pattern for Tidy	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Cat	1 large Butterfly	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Fish	1 spray of Leaves	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Daisy	1 spray of Daisies	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Star	1 Full-blown Rose	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Pansy	2 small Butterflies	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Arrow	1 Star and Anchor	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Sparrow	1 Hen and Chickens	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Buttercup	1 spray of Jasmine	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Tulip, 5 in.	1 pretty Buttercup	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Little Bird	1 Hand holding Heart	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Sprig Pink	1 Pretty Girl's Face	1 Sprig of Forget-me-nots, 4 1/2 in.
2 Vines of Daisies	1 Snowflake design	1 Sprig of Forget-me-nots, 4 1/2 in.
1 Golden Rod	1 Odd Fellow design	1 Sprig of Forget-me-nots, 4 1/2 in.
2 Vines of Forget-me-nots		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Flying Bird, 4 in.		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Flying Bird, 4 in.		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Girl for Tidy		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Sprig Wheat		1 Sprig of Forget-me-nots, 4 1/2 in.
1 large Anchor		1 Sprig of Forget-me-nots, 4 1/2 in.
1 small Anchor		1 Sprig of Forget-me-nots, 4 1/2 in.
1 bunch Violets		1 Sprig of Forget-me-nots, 4 1/2 in.
1 staff of Mistle		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Bird, 4 1/2 inches		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Owl on branch		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Flying Swallow		1 Sprig of Forget-me-nots, 4 1/2 in.
1 Little Butterfly		1 Sprig of Forget-me-nots, 4 1/2 in.
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